

Alverbridge Nursery

Haselworth Cp School, Stone Lane, GOSPORT, Hampshire, PO12 1SQ

Inspection date

07/11/2014

Previous inspection date

24/09/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish at the nursery; they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- Staff create an environment that provides children with excellent opportunities to choose their play materials and follow their individual learning styles.
- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of learning.
- Children feel extremely safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children benefit hugely from the highly successful partnership between the staff and parents who share key information effectively between them.
- Children relish their time at nursery and are very happy and relaxed. Staff provide a wide range of exciting activities, which stimulate and motivate children to learn.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the deputy managers and talked with staff and children.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents and those spoken to on the day.
- The inspector invited the manager to carry out a joint observation.

Inspector
Alison Large

Full report

Information about the setting

Alverbridge Nursery registered in 1997. The nursery is a community group managed by a committee. It operates from part of the building in Haselworth Primary School in the Gosport area of Hampshire. All children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. Children are able to attend for a variety of sessions. There are 126 children in the early years age group on roll and the nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 16 members of staff, all of whom hold a relevant recognised early years qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide added opportunities for children to develop their independence to further enhance the provision.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are flourishing and achieving their full potential under the care of the extremely knowledgeable and inspirational staff team. All staff have an extremely good understanding about how children develop and learn. They have an excellent awareness of each child's care and learning needs, ensuring all children make exceptional progress. Babies and young children are actively involved in their play, confidently selecting and exploring resources. They are supported exceptionally well by staff and become confident in their daily routines. Staff provide them with extensive opportunities to explore their surroundings through high quality sensory experiences, a wide variety of resources and extremely well equipped areas. Babies demonstrate fascination on their faces as they explore the toys with their hands and their mouths. Staff are highly qualified and skilfully use these learning experiences to introduce and talk to the young children as they explore. This excellent interaction exposes young children to new language, developing their early understanding of communication. Children develop excellent communication skills and chat happily to one another, and to adults. Staff use very high quality teaching methods to support and challenge children's learning. For example, staff help older children to sound out their names and make marks for the different letters. Staff give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence, preparing children very well for school.

Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning well. The nursery ensures the monitoring of children's progress towards all the early learning goals is very effective. The excellent tracking system staff use shows clearly what each child has achieved and the excellent progress they are making. Very effective systems are in place to ensure that children have many opportunities to consolidate or further their learning. Staff assess what the children know and provide rich and varied experiences to ensure children are challenged to make exceptional progress. Younger children are able to use tools such as paintbrushes with confidence; older children are confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. The staff team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, staff demonstrate a very secure understanding of the children, facilitating extensive opportunities for them to be wholly involved and contribute their own ideas. Throughout the nursery, children are making excellent progress in all areas of development; they are confident and keen to join in activities.

Parents are highly encouraged to be involved with their children's learning at the nursery through excellent daily verbal feedback and regular parents' meetings. Staff are extremely flexible providing parents consultations at different times to enable all parents to attend. Staff share very comprehensive information with parents about their children's learning and development and offer parents lots of opportunities to contribute their knowledge of their child. This ensures consistency is fully achieved and parents are able to continue learning at home. The nursery has implemented the required progress check for two-year-old children highly successfully and all related documentation is in place. These are shared with parents extremely well, enabling parents to be fully involved with their child's learning.

The contribution of the early years provision to the well-being of children

Children relish their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Children develop strong emotional bonds and trusting relationships with their key person and this superb relationship helps children develop self-esteem and confidence. Staff make excellent use of resources to promote children's learning and development. The indoor and outdoor play areas are extremely well organised to ensure children can take part in a wide variety of activities. One of the nursery's strengths is the outside play areas. Staff foster opportunities to develop children's physical skills very well. Children play in the outside areas of the nursery and they have excellent opportunities to ride a range of wheeled toys and can learn to climb and catch. They can choose from a wide variety of exciting resources and use their imaginations in their play. All children are provided with lots of opportunities to learn and explore within the outside environments. Older children experience the outside areas throughout the day. Babies and young children under two years are provided with excellent opportunities to free flow between the inside and outside areas during the session. They have extensive opportunities to be active and master new

skills and staff offer lots of encouragement, providing them with lots of opportunities and space to take safe risks under their very close supervision.

The nursery provides an excellent variety of healthy and nutritious meals and snacks, which are prepared on the school premises; parents may provide their children's lunches if they prefer. Children benefit hugely from the carefully balanced selection of food offered to them. Children learn about good hygiene routines and from a young age can independently take themselves to the bathroom to wash their hands. They all know that they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Excellent strategies for behaviour management are in place. Children behave extremely well; they are learning to share and take turns, and play very well together. They are developing very good relationships with each other, and interact extremely well together throughout the nursery. Children are very confident to make their own choices and decisions. Older children play extremely happily alongside each other and demonstrate excellent turn taking skills as they share the resources. Staff interact exceptionally well with the children at their level skilfully asking them why it is important not to run indoors. Children are giving lots of thinking time to respond and successfully state 'because we might fall over and hurt ourselves'. This demonstrates staff are extremely effective in supporting children's growing understanding of how to behave in order to keep themselves and those around them safe.

Staff fully promote the children's health and safety in the nursery. Children are secure and safe and feel a sense of belonging, fostered by consistent care from staff and excellent resources. One of the nursery's many strengths is how they coordinate children's move between the two age group rooms within the nursery and their preparation for school. Excellent procedures are in place to ease the move. Staff keep parents informed throughout the process to ensure they know what is happening. They invite parents to visit the next age group to get to know the staff before their child moves up. All staff are committed to making sure the changeover to the different age group is as smooth as possible for each child. The staff have developed excellent partnerships between the nursery and the local schools. Staff invite the teachers to attend the nursery to enable children to become familiar with the new faces in readiness for going to school. Excellent procedures are in place for a smooth move. Staff liaise extremely well with the local schools that children will move on to and this ensures a smooth transfer, consistency of care and learning, and reassurance for each child.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery are inspirational. The nursery consistently achieves very high standards across all aspects of its work. The management team works highly successfully together to drive improvement. They work very effectively to ensure all the staff team receive high-quality supervisions and appraisals. The manager closely monitors staff performance and ensures they keep their already first rate skills and knowledge up to date. This results in an extremely confident staff team, who all

demonstrate an excellent understanding about how to help all children develop and progress and the outcomes for the children are greatly improved. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Arrangements for safeguarding children are robust. All staff undertake training in child protection and have a very good understanding of safeguarding procedures, their roles and responsibilities, and how to protect children. The management team are extremely committed and highly dedicated in maintaining the highest levels of achievement for the children and their families. Parents and children are welcomed into an extremely warm and friendly nursery, by the excellent staff team who meet children's welfare and learning needs with great success.

The management team has high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with staff, parents and children. Efficient systems are in place for evaluation of the nursery to reflect the excellent practice, and prioritise any areas for development. Providing more opportunities to develop children's ongoing independence is an area being looked at by management, to further enhance the provision. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Partnerships with parents are exceptionally good. Staff keep all parents informed about daily routines and the activities their children have taken part in. Parents commented on the wonderful care the staff provide, the excellent communication between the nursery and parents, and how well their children are prepared for the future. Parents affirm they feel very welcomed into the setting and are extremely happy with the excellent progress their children are making. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language extremely well. Excellent systems are in place to liaise with the other providers of the Early Years Foundation Stage where children attend other settings. This results in a fully shared approach to children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY399682
Local authority	Hampshire
Inspection number	927562
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	126
Name of provider	Alverbridge Nursery
Date of previous inspection	24/09/2009
Telephone number	02392 528 808

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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